

# **Examiners' Report**

## **June 2023**

**GCSE English Language 2.0 1EN2 02**

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## Introduction

This paper is assessed through a 1 hour 55 minute examination. The total number of marks available is 80. The reading and writing sections of this paper are linked by theme.

### Section A – Reading

Study and analyse selections from a range of contemporary texts.

This paper features two unseen contemporary extracts, from 20th and 21st century sources. One text will be fiction, one text will be non-fiction. The word count across the two extracts is approximately 900 words with every effort made to provide balance across the two extracts. The texts will have a thematic link and will attempt to provide engaging and accessible content for candidates to work with during the examination.

The questions are on:

- Text 1 (questions 1 and 2) and Text 2 (questions 3 and 4).
- There are a mixture of short and extended response questions for both extracts.
- Candidates' ability to synthesise across the two texts will be assessed in question 5, which will focus on similarities in the texts.
- The final question of this section, question 6, requires candidates to compare the writers' ideas and perspective and how they are presented in the two texts.

The assessment objectives for this paper are:

**AO1:** identify and interpret explicit and implicit information and ideas (Q1, Q3) select and synthesise evidence from different texts (Q5)

**AO2:** Explain, comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views (Q2, Q4)

**AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Q6)

### Section B – Writing

This section allows candidates to explore and develop their imaginative writing skills. They may choose to offer a complete narrative with beginning, middle and end or a part of a larger story. There are two writing tasks, with a thematic link to the reading extracts. Candidates pick one question to respond to. For this specification, candidates are offered an opening line for one of the question options, and pictures are provided to support with the second question.

The assessment objectives for this paper are:

**AO5:** communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purposes and audiences (Q7 or Q8) organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Q7 or Q8)

**AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Q7 or Q8)

### **General Overview**

It was clear that candidates were, on the whole, able to respond well to the two unseen contemporary texts. They were able to read substantial extracts that made significant demands in terms of content, structure and quality of language. The texts selected would appear to have engaged and interested the majority of candidates as they were able to offer thoughtful comment and explanation of the writers' craft, alongside seen comparisons between the two texts. With this new specification, it was pleasing to see that candidates had been well prepared and had, at different levels, been able to demonstrate the key skills of understanding, interpretation and analysis.

It was also clear that candidates had learned different ways to write imaginatively to attempt to engage a reader. A variety of approaches were seen through this series in the writing section, from straightforward narratives to complex story arcs and imaginative use of tone and voice. It was clear from the responses that many candidates had been given opportunity to prepare well for the writing section, with varying levels of expertise in terms of using rhetorical and structural devices to create meaning and impact.

Examiners were impressed by:

- Evidence that most candidates had understood both texts.
- Candidates' confidence in places to explore the impact of language in both texts.
- More evidence of subject terminology being used accurately.
- Some candidates' ability to fully explore how the texts were creating meaning.
- Writing that showed some real creativity and flair.
- Writing that worked hard to sustain tone and style, considering audience and purpose.



### Less successful responses:

- Showed an insecure grasp of language and structure, with a reliance in places on feature spotting.
- Were unable to use subject specific terminology effectively.
- Didn't always select, or provide, suitable and supportive references from the texts and lacked focus on the question.
- Struggled to organise their writing effectively.
- Were often undeveloped in terms of response.
- Lacked accuracy around spelling and punctuation.

## Question 1

Candidates, in the main, achieved one mark for this question.

The questions are designed with ramping in mind and to encourage achievement for all candidates. This question generally showed the confidence of candidates in reading the given section of the extract and finding the relevant information.

This question requires understanding of AO1: identify and interpret. The important advice for any candidate is to check the question carefully, make sure they understand what they are being asked to identify, and then check if their chosen reference from the text is answering the question asked.

The few candidates who did not achieve a mark for this question either chose from the wrong lines, paraphrased the question, or selected only a word from the text that did not suggest they had identified enough to answer the question.

- 1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

o The narrator thinks he won't get second place this time.



**ResultsPlus**  
Examiner Comments

An example of a candidate using their own words – and requiring careful reading by the examiner!



**ResultsPlus**  
Examiner Tip

Own words are fine... but a quote can be more straightforward for Q01.

- 1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

I had visualised it all. I would score,  
I would win.



**ResultsPlus**  
Examiner Comments

A direct quote, hitting two of the bullet points in the mark scheme

- 1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

win



**ResultsPlus**  
Examiner Comments

A good example of how simple it can be to pick up the mark!



**ResultsPlus**  
Examiner Tip

A short, one word quote is fine... just be careful to answer the question.

- 1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

I would lift the trophy



**ResultsPlus**  
Examiner Comments

Another example of hitting a bullet point effectively.

- 1 From lines 4–8, identify **one** word or phrase that shows what the narrator thinks will happen.

"my gut fizzed in expectation"



**ResultsPlus**  
Examiner Comments

Unfortunately, this response details the writer's feelings, not what they think will happen.



**ResultsPlus**  
Examiner Tip

Check the question carefully – does your evidence answer it?

## Question 2

This question offers a supportive way into the more challenging reading questions, by asking candidates to focus only on language at this point. Candidates are also supported with the extract from the text they will write about being placed directly above the answer box. This is a change to the approach to AO2 that will feel different to other specifications and was made to provide a chance for all learners to feel they can access the question, hopefully building confidence at the start of the paper. A more familiar approach to AO2 will appear in question 4 of this paper, but it was pleasing to see so many candidates have a go at this accessible question. The vast majority of candidates attempted the question, with many working at level 2.

The mark scheme for this question now asks for use of subject specific terminology. This is a change that some candidates struggled with but this will likely improve in future exam series. Many responses at the lower end would refer to the writer 'using language' without making use of specific terminology. There was also some evidence of incorrectly identified features – examiners are asked to mark as positively as possible but clearly wrongly identified features in the text can be detrimental to scores awarded.

Responses that were working at level 1 or the lower end of level 2 often indicated that language was used to 'show feelings' in the text. This phrase is taken directly from the question and therefore did not allow candidates to reach the higher levels by looking at **how** language was creating impact and developing meaning. Lower level responses often recognised the feelings in the text without unpacking the ideas in any detail.

Stronger responses offered more detail, often being able to weave together a clear understanding of the feelings in the extract, specific terminology and confident explanation or analysis of how meaning was being created by the writer. Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind.

## 2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses <sup>slow</sup> words of 'followed' and 'arced' to create a rise in tension for the reader and make the moment seem to pass in slow motion. Showing the passion and tense rivalry that beamed down upon this game. A reader can sense building speed and importance as they read.

The writer uses a ~~metaphor~~ simile 'ran like a shiver through the team' showing the passion of the team all running as one creating a vision of loss in hope for them all. Furthermore the verb 'shiver' sends a cold tingling down the spine of the reader as they imagine the pain.

The writer uses aggressive verbs of 'sickening' 'plummeted' 'clutching' and 'bundled' to create an image of aggression and wrongdoing. A reader will feel sympathy for the team as it is as though the other team have injured them purposefully.



**ResultsPlus**  
Examiner Comments

Evidence of subject terminology, using a selection of textual references to clarify points.

There is evidence of analysis in this response and, while not as consistent or developed as some responses, it does enough to meet all the criteria.

This is awarded full marks.



## 2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses language to ~~present what~~ Show an injury after the whistle blows. 'The players collided with a sickening crack and plummeted to the ground.' The use of the adjective 'sickening' ~~creates~~ creates an image ~~conveying~~ to the reader describing how bad it really was. In addition, this may leave the reader with a sense of ~~of~~ being scared due to the injuries that can be easily sustained during sports.



The writer uses language to create suspense after the whistle is blown. 'A free kick to city inside our half.' The use of the preposition 'inside' signifies the danger for the team due to where the ball is. This may leave the reader interested as they want to know what happens next.

The writer uses ~~language~~ language to shock the reader after the whistle blows. 'The news ran like a shiver through the team: it was a broken collarbone.' The use of ~~the~~ the simile 'like a shiver' shows how quick everyone got the news on their injured teammate. This may leave the reader upset as this may have happened to them.



**ResultsPlus**  
Examiner Comments

This response offers explanation, textual references and subject terminology securing level 2.

A long response, but does not offer anything significant beyond level 2.  
4 marks awarded.

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses language to present what happened after the ~~the~~ whistle blows when the writer explains ~~that~~ and demonstrates the engagement from the audience. This is shown when the narrator writes 'All eyes followed the ball as it arced towards our goal' ~~the~~ clearly suggests the fans have supreme focus on the game. It also shows the sheer amount

of suspense in the game, Almost as if the ball was travelling in slow motion. A reader may feel excited to see if the ball goes in the net or not.

\* The Verb 'followed'

The Writer also uses language to show the horrors and danger the sport can lead to. This is shown when the narrator writes 'Sickening crack and plummeted to the ground'. The adjective 'Sickening' clearly suggests that anyone that witnessed this tragedy would be absolutely mortified, almost as if they could feel it. A reader may feel unsure about the safety of the sport, which could cause them to not play again.



**ResultsPlus**  
Examiner Comments

This response offers mostly explanation, but includes some analysis to move this into level 3.

Textual references and subject terminology are valid and supporting.

5 marks are awarded for some analysis.



2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

In this extract, the writer uses multiple short sentences. To support this, in the text it says "A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal." This is to ~~explain~~ make the reader have imagery and would make the reader want to carry on reading.

Another technique the writer uses is use of ~~stunning~~<sup>adjectives</sup>. To support this the writer says "players collided with a sickening crack and plummeted to the ground." The ~~the~~ adjectives sickening and plummeted are used to help picture in the readers head what and how the football match is going.



**ResultsPlus**  
Examiner Comments

Some comment and some limited explanation included in this response. It suggests structure but more focused on language, so a good example of how examiners must read responses carefully when scoring.

Some use of subject terminology, 'adjectives', help lift this response just into level 2. 3 marks awarded.

2 Read this extract.

The whistle blew once more. A free kick to City inside our half. All eyes followed the ball as it arced in towards our goal. Our keeper Marie Hourihan stormed out of the scrum and leapt, arms outstretched, as a midfielder barrelled in from the left. The players collided with a sickening crack and plummeted to the ground. Marie stayed down, clutching her head in her white gloves. Paramedics jogged on to the pitch and bundled her into an ambulance as the news ran like a shiver through the team: it was a broken collarbone.

Imagery

emotion  
lang

Simile

In the extract, how does the writer use language to present what happens after the whistle blows?

Use examples from the extract and relevant subject terminology.

(6)

Firstly, within the extract, the writer uses a simile to describe the reaction of the injury from the team. The extract describes how the ~~paramedics~~ "news ran like a shiver through the team", highlighting how worried and shocked they were. The noun "shiver" implies the surroundings went cold, adding to a dramatic and heartstopping moment. The reader may feel anxious and



nervous to read on and their reaction may mirror the team.

Also, the writer uses auditory imagery to add another layer of severity to the incident. The text describes how the players collided with a "sickening crack", implying the collision was so loud you could hear it from wherever on the pitch.

The adjective "sickening" creates imagery of nausea and how watching the accident would make you feel ill. The ~~verb~~ "noun" "crack" adds to the auditory imagery of how maybe bones could've been broken.

• This tells the reader how severe the injury may be due its loud and dramatic sickening nature, making them feel worried and on edge.

descriptive verbs

Also, the writer uses ~~adjective language~~ descriptive language to describe the actions of the players such as "stormed" out of the scrum and "left, arms outstretched" to further dramatise the actions.



Fully meets all the criteria at level 3 using a selection of textual references that is discriminating with a precise use of relevant subject terminology and developed analysis throughout. This is included as an example of a response probably going beyond expectations – a useful comparison to the other 6 mark response included here.



### Question 3

This question, on the second extract in the examination, again tests AO1: identify and interpret. However, this question has a greater focus on the second part of the AO, asking candidates to make the connection between the question being asked and how the text infers this. The wording of the question is designed to encourage candidates to make that extra step in their minds: 'I understand the player isn't really getting involved, but how is that indicated in the text?' Therefore, understanding that the taking giant strides between the posts, or watching the ball fly into the goal without attempting to save it, would all be suitable responses to this question.

On the whole, most learners were able to answer this question successfully.

As with question 1, this was written with ramping in mind, to give as many candidates as possible the opportunity to achieve. Candidates who didn't get the mark for this question either misunderstood the question, or selected parts of the extract that did not clearly indicate they had understood how the writer is suggesting the player's disinterest.

#### 3 Read this extract.

Billy was giant-striding along the goal line, counting the number of strides from post to post: five and a bit. After fourteen minutes' play he touched the ball for the first time. Billy watched it fly in, way up on his left, then he turned round and picked it up from under the netting.

'Come on, Casper! Make an effort, lad!'

'I couldn't save that, Sir.'

'You could have tried.'

'What for, Sir, when I knew I couldn't save it?'

From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

"What for, sir, when I knew I couldn't save it?"



**ResultsPlus**  
Examiner Comments

A secure response, hitting bullet point 6 in the mark scheme.

3 Read this extract.

Billy was giant-striding along the goal line, counting the number of strides from post to post: five and a bit. After fourteen minutes' play he touched the ball for the first time. Billy watched it fly in, way up on his left, then he turned round and picked it up from under the netting.

'Come on, Casper! Make an effort, lad!'

'I couldn't save that, Sir.'

'You could have tried.'

'What for, Sir, when I knew I couldn't save it?'

From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

'What for' suggests he is not interested.



**ResultsPlus**  
Examiner Comments

A useful comparison to the previous response – less of the quote, but offers implied meaning – so 1 mark.



**ResultsPlus**  
Examiner Tip

You don't have to analyse or explain – but sometimes, with a short quote, it can be helpful for the examiner to see why you picked that option!

3 Read this extract.

Billy was giant-striding along the goal line, counting the number of strides from post to post: five and a bit. After fourteen minutes' play he touched the ball for the first time. Billy watched it fly in, way up on his left, then he turned round and picked it up from under the netting.

'Come on, Casper! Make an effort, lad!'

'I couldn't save that, Sir.'

'You could have tried.'

'What for, Sir, when I knew I couldn't save it?'

From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

the conversations between billy and the  
teacher



**ResultsPlus**  
Examiner Comments

This is considered too vague to be awarded the mark – if the candidate had shown the type of conversation, they would have secured the mark.

**3** Read this extract.

Billy was giant-striding along the goal line, counting the number of strides from post to post: five and a bit. After fourteen minutes' play he touched the ball for the first time. Billy watched it fly in, way up on his left, then he turned round and picked it up from under the netting.

'Come on, Casper! Make an effort, lad!'

'I couldn't save that, Sir.'

'You could have tried.'

'What for, Sir, when I knew I couldn't save it?'

From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

*He Billy was just walking around counting his steps.*



**ResultsPlus**  
Examiner Comments

A good example of a candidate using their own words to secure the mark.

3 Read this extract.

Billy was giant-striding along the goal line, counting the number of strides from post to post: five and a bit. After fourteen minutes' play he touched the ball for the first time. Billy watched it fly in, way up on his left, then he turned round and picked it up from under the netting.

'Come on, Casper! Make an effort, lad!'

'I couldn't save that, Sir.'

'You could have tried.'

'What for, Sir, when I knew I couldn't save it?'

From the extract, identify **one** way the writer suggests that Billy lacks interest in the football match.

*One way the writer suggest Billy lacks interest is that he is told to "make an effort"*



**ResultsPlus**  
Examiner Comments

Candidate offers a more formal response here, which isn't required... but confidently secures the mark.

## Question 4

This question returns to AO2, this time asking candidates to focus on both language and structure at this point. This question asks candidates to select from the whole text but it is important to note that the mark scheme has 10 marks covering the five levels. This is a change to the 15 marks available in 1EN0 for language and structure questions about the whole text. As with previous specifications, candidates who do not cover both language and structure will find themselves unable to progress beyond level 2 of the mark scheme.

On the whole, candidates fared well on this question as it echoes question styles they may be familiar with from alternative specifications. For some candidates, lack of structure was an issue and would suggest they may need reminding of the difference between this question and question 2.

The candidates' ability to write confidently about structure was a good discriminator within the responses. While able candidates were able to explore obvious structural features such as sentence lengths and lists, it was apparent in more nuanced responses that candidates could also explore the overall structure and development of the text as the narrative unfolded. Indeed, being able to discuss contrast of emotions across the text, or the development of the narrative, often led to more confident structural exploration compared to attempting to explain the impact of lists or short sentences.

The mark scheme for this question now asks for use of subject specific terminology. This is a change that some candidates struggled with but this will likely improve in future exam series. As with question 2, many responses at the lower end would refer to the writer 'using language' or 'using structure' without making use of specific terminology. There was also some evidence of incorrectly identified features – examiners are asked to mark as positively as possible but clearly incorrectly identified features in the text can be detrimental to scores awarded.

Again, as with question 2, responses that were working at level 1 or the lower end of level 2 often indicated that language was used to 'interest and engage the reader' in the text. This phrase is taken directly from the question and therefore did not allow candidates to reach the higher levels by looking at **how** language and structure were creating impact and developing meaning. Lower level responses often recognised the feelings in the text without exploring the ideas in any detail. A common approach to this question from candidates was a reliance on the word 'shows'. This indicates some attempt to understand what the text is trying to achieve, but repetitive responses that used a similar stock sentence approach in this manner were evident at the lower end.



Stronger responses offered more detail, often being able to weave together a clear understanding of the feelings in the extract, specific terminology and confident explanation or analysis of how meaning was being created by the writer. Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind. Stronger responses often demonstrated an ability to select from across the text, linking points together, rather than just comments on any features spotted in the text.

#### 4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

In this text the writer successfully ~~inter~~ interests and engages the reader by using suspension ~~like~~ for an example "5,4,3,2 He dropped his wrist and blew." this makes the reader

build up the suspension. The writer also uses other ways to keep the reader engaged and interested by the structure of text like when two people in the text are

Speaking he uses one line for each person speaking and also uses punctuation (!?) to help the reader understand what tone of voice they are speaking in. It is very ~~engaging~~ exciting for the reader because the writer makes us feel as if we are there, and living in the moment. It engages me as well because the writer of this text keeps updating everyone about what is constantly happening in the football game which makes me feel apart of watching the game. The writer also uses smaller sentences when the game gets more serious to add suspension for example "The winning goal suddenly became important, no more laughter, no more joking, everybody working."





General comment, although not always secure. Valid textual references offered and some subject terminology included. Awarded 4 marks in level 2.

**4** The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

Firstly, at the beginning of the extract, the reader is engaged by the writer's first paragraph, a one word paragraph with an interesting start of an ellipsis. The ellipsis in this sentence makes the reader feel as though many people have been waiting for this moment, engaging them to the tense start of the game. '... And it Manchester United v. Spurs in this vital fifth round cup-tie,' the use of the adjective 'vital' implies

to the reader how important this game is for both teams interesting them to read to find out the outcome.

Additionally, the writer uses a list at the beginning of the extract to show the reader how the players were playing and interesting them through detailed descriptions of the game, allowing the reader to feel as though they are really there watching it live. 'Anderson recieved the ball from him, sidestepped a tackle from Tibbut then cut it diagonally between two opponents.' This impactful list tells the reader that the player - Anderson - was a fast thinking, high skilled player ~~that~~ as he is one person dodging and tackling ~~the~~ three people at once successfully. This interests the reader as they will want to know how the opponents react to this and will want to see if all the other players act in the same way. The Verb 'cut' implies a quick movement. The verb has connotations to sharp edges like from cutting paper which gives the reader the impression of a sharp, clean movement from Anderson.

~~Lastly, the writer~~ Along with this, in the middle of the extract, the writer uses short, snappy dialogue to interest and engage the reader by allowing them to hear what the players were feeling during the game. This can be seen by 'I couldn't save that, sir.'

'You could have tried.' Implying to a reader that Mr Sugden was furious with his goal keeper for putting in a lack of effort into saving the goal which engages the reader as there's a sense of drama to the game.

Lastly, the writer contrasts the way Billy is presented throughout the text. In the middle of the text, the writer ~~uses~~ uses a metaphorical, onomatopoeic phrase 'Billy was a giant-striding along the goal line,' which is later contradicted through the imagery of Billy being soft and gentle through 'Billy dived plamboyantly.' ~~which~~ The adjective 'plamboyant' has connotations to the way a ballerina would act with grace and a gentle manner which isn't what you would expect a 'striding giant' to act like. This contrast would really interest the reader as they would feel like they're really getting to know Billy.



**ResultsPlus**  
Examiner Comments

This response demonstrates a sharp focus on the question throughout. Meets all of level 5 bullet points and, while the last paragraph isn't as secure, there is enough in this response to award 10 marks.

It is impressive the way the response effectively moves between language and structure analysis.

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

P  
E  
T  
E  
R  
  
S ✓  
L ✓  
R ✓  
  
S  
L ✓  
R

Use examples from the whole text and relevant subject terminology.

(10)

The writer uses exclamative speech which is to interest and engage the reader. The exclamative speech is located in the middle of two paragraphs, this is because it creates an image for us as a reader to what order everything happened it, also as soon as we see the text the



Exclamative speech catches our eye and makes us want to start reading. The exclamative speech "Come on, Casper! make an effort lad!" presents ~~to~~ that he has to shout to get his points across, otherwise he wouldn't be heard over the other side of the pitch.

The writer uses a metaphor in the final paragraph to describe how the focus was shifted and suddenly everyone wanted the football. 'The ball was a magnet' presents the image to us that everyone ~~was~~ was attracted to get the ball and was pulled towards it. The ~~the~~ writer has carefully placed this in the final paragraph so that as a reader's can clearly see the shift in focus from the students not wanting to play ~~to~~ football and competition levels being low to a high competition level and everyone wanting to win. This teaches us as a reader to be resilient and never give up something, even if you believe it's unentertaining.

The writer uses ~~short sentences~~ <sup>listing</sup> to describe what changes the young boys had made within ~~there~~ their personal attitudes towards the game. 'no more laughter, no more joking, everybody working' presents to us how sport can show you someone's true competitive side. The listing is carefully placed in the first sentence of the final paragraph, this is because for a reader it keeps them engaged and presents clearly a shift in ~~the~~ focus from the beginning. ~~As~~ As a reader this makes us feel proud ~~of~~ of the boys for changing their unmotivated behaviour and making their teacher (referee) proud.



**ResultsPlus**  
Examiner Comments

Meets all of the criteria at level 3, but moves into level 4 with focus on the structure and management of the text, as well as shifts of attitude.

Subject terminology included throughout and appropriate textual references to support. Awarded 7 marks.

4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

At the beginning of the text the focus is on starting the match creating suspense. '5 4 3 2. He dropped his wrist and blew.' The use of the verb 'dropped' notifies the reader that the game has begun. In addition to this it explains that the game was going at a fast pace. This may leave the reader enjoying the game due to the pace it's



Set at.

Later on in the text the focus shifts to one of the players lack of interest in the game. 'What for, sir, when I knew I couldn't save it?' The use of the rhetorical question shows Billy has not intent of interest in putting any effort into this game. Meaning due to Billy's actions this means his whole ~~game~~ team have to suffer his ~~of~~ consequences. This may leave the reader angry because they can see Billy is ruining the game for everybody else.

At the end of the text the focus is on Billy's enthusiasm towards the game. 'When the next shot came towards Billy he dived flamboyantly and made an elaborate pretence to save it.' The use of the adverb 'flamboyantly' ~~shows Billy's enthusiasm towards~~ ~~wanting to win the game~~ shows Billy's enthusiasm towards wanting to win the ~~game~~ game. This may leave the ~~old~~ reader happy knowing ~~that~~ Billy and his teammates are going ~~to~~ for the win and nobody has to suffer anymore due to someone else's actions.





A secure level 3 response, with textual reference and subject terminology. Structural focus on text development, rather than more obvious structural techniques. 6 marks awarded.



Writing about structure can be hard – picking out how a text develops and feelings change is a great way in!

#### 4 The writer presents a school football match.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

He tries to engage the reader by using relevant teams who millions support.



Included as an example of the bottom end, with limited comment and reference.

## Question 5

This question will, on the surface, look familiar to centres as it approaches the second bullet point of AO1, select and synthesise, in a similar way to a question in 1EN0/02. However, there are some changes to the mark scheme that it is important candidates are made aware of.

In this specification, candidates are now asked to provide a specific number of similarities to achieve all the bullet points at level 2 or 3. If we look at the mark scheme, we can see reference to 'insufficient (less than three)' similarities at level 1, and 'sufficient (three)' similarities at level 2 and 3.

Another key determinant in this question has been the quality of synthesis being offered – at level 3, 'precise synthesis' would usually have been evident in terms of a candidate's ability to make precise links to the question asked and the similarities being provided. As with 1EN0/02, there is an expectation that every similarity is supported by evidence from the text.

Some candidates approached the question from a broader point of similarities between the texts. The best responses focused on the question asked, providing clear similarities that focused on the experiences of the people in the extracts.

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

~~Both of the football games are similar  
as they are trying to score to win. And  
they game isn't going well such as  
'What for, Sir, when I knew~~



A level 1 response as we have one similarity with no references.

This has been included as an example of a response that has been crossed out but will still be scored – if the candidate hasn't written anything else under the crossed out work, and it is legible, examiners will attempt to mark it.

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

One way the texts are similar is that both teams don't have any motivation at some point of their games. In text 1 it says 'There was no fire or fight in their eyes.' and in text 2 it says 'What for, Sir, when I knew I couldn't save it?'.

Another way the texts are similar is that in both games the ball got past the goalkeeper. In text 1 it says 'The ball bounced slowly at the edge of the box and somehow in over our keeper' and in text 2 it says ~~the player~~ he touched the ball for the first time. Billy watched it fly in'.

lastly, the texts are similar when describing the game. In text 1 it says 'The whistle blew once more. A free kick to city inside our half.' and in text 2 it says 'He dropped ~~the~~ his wrist and blew. Anderson received the ball from him...'.



Three similarities have been offered. However, two are considered distinct similarities while the final one is less precise. Textual references to support. Awarded 5 marks.

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving three separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

In text 1 they took a corner in the last moment of the game "in the last minute, we took a corner"  
In text 2 "it was a good corner, ball dropping close to the penalty spot."

~~In text 1~~

In both text the team didn't put any effort in  
text 1 "There was no fire or fight in their eyes"  
in text 2 "Come on Casper! make an effort lad!"

In both texts they want to win  
in text 1 "I would win and I would lift that trophy"  
in text 2 "The winning goal suddenly became important."



**ResultsPlus**  
Examiner Comments

A good example of a straightforward response. Three similarities offered, with evidence. Meets all the criteria for level 2. 4 marks awarded.



- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

Both writers have similar ways about football. In text 1 it says "A whistle blew" and in text 2 it says "Sucked his whistle and stared at his watch."

Another similarity about football is when it says in text 1 "No second place this time. This time we would lift the trophy" and in text 2 it says "The winning goal suddenly became important, no more laughter, no more joking everybody working."

Finally another similarity about football is when it says in text 1 "we wrestled back control in the second half and pushing hard got one back" and in text 2 it says "Both teams playing as units, and positions were taken seriously."



**ResultsPlus**  
Examiner Comments

Three similarities offered, though not very distinct as they are basically commenting on football.

The use of textual references moves this response into level 2 so is awarded 3 marks.

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

Both texts show that the players are desperate to win.  
In text one it says "I would lift the trophy" and in  
text two it says "The winning goal suddenly became  
important"



**ResultsPlus**  
Examiner Comments

One similarity offered with textual reference from both texts. All bullet points of level 1 fulfilled. The lack of further similarities means it will not move out of level 1. 2 marks awarded.

- 5 Text 1 and Text 2 both talk about football games. The games are different, but they share similarities.

Write a summary giving **three** separate ways the football games are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

~~One similarity is that in both texts, both texts, the players are struggling to play well at first. In text 1, it describes how~~

One similarity is that in both texts, the players are struggling to handle the ball. In text 1, it says "The ball bounced slowly at the edge of the box and somehow in over our keeper". In text 2, it says "even though the wingman started to sprint, it still shot out of play a good ten yards in front of him."

Another similarity is that ~~it~~ in both texts there's a lack of motivation from the players. In text 1, it says "There was no fire in their eyes". In text 2, it says "come on, Casper! make an effort, lad!"

Another similarity is that both texts decide there is a final last chance to win the game. Text 1 says "The title was just one goal away". Text 2 says "The winning goal ~~say~~ suddenly became more important."



**ResultsPlus**  
Examiner Comments

A secure level 3 response. Three distinct similarities with textual reference provided. 6 marks awarded.



**ResultsPlus**  
Examiner Tip

Notice how we don't need any explanation or analysis in this question to get full marks.

## Question 6

This question covers AO3 in the specification, with candidates being asked to compare the writers' ideas and perspectives. This is a very similar to Q07(b) 1EN0/02, although there is a change to the mark scheme – total marks available are 16 (compared to 14 in the alternative specification), with level 3 now having a spread of 4 marks.

This question, when attempted, showed candidates were able to compare both texts, even at a basic level. However, examiners did see a number of blank responses here. Given that nearly all candidates offered responses in Section B (the writing section of the paper), we might surmise that some candidates are being advised to complete their imaginative writing first, before attempting the reading section. Given the weighting of marks this is generally sound advice, especially for candidates who may traditionally struggle with the reading section. However, as there is a degree of time pressure in the paper, candidates will need to consider how they can attempt this question too, in future series. With this being the question carrying the second highest weighting of marks in the paper, not attempting it will have some impact on overall scores.

At the lower level, responses considered one or more obvious comparisons between the texts, with some comment on writers' ideas. At this level, references were often limited. Mid to high-level responses were able to focus more on perspectives, and to explore how the people in the texts felt about their competitive racing experiences. As with some other questions in this paper, some candidates struggled to focus on the question, instead making general comparisons about ideas and perspectives, rather than the experience of the sports people.



6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

In both texts each boy wants the best for there team mates you can see this in text 1 where it says "I gazed around my teammates. There was no fight or ~~fig~~ fire left in their eyes [...] up fro~~ent~~ent, it would fall on me to stop the freefall into despair." Which shows to the reader that he is willing to do more for his team mates when they really need his help. In text 2 Billy says "You should have been moving, lad. ~~you~~ you'd have caught it then." Which shows to the reader that Billy would try and help and support ~~he~~ his team with advise and ~~as~~ always try to improve everyone.



This response offers obvious comparison with comment on the text and textual reference for support.

5 marks are awarded to indicate the positives, while not always secure.

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

P  
E  
T  
E  
R

Use examples from both texts to support your comparison.

(16)

The writer shows clear ideas and perspectives about being apart of a team. The writer shows these ideas by describing the control of emotions you must have to be successful as you can't guess what will happen during a match. For example, Marie never expected to leave the game so early on with a broken collar bone.

The writer uses paragraphs to clearly present his ideas and perspectives about being apart of a team. In text one the writer uses alot of the same length paragraphs after the first 3 three ~~more~~ shorter ones. The writer has done this with her autobiography to create her emotions in an order where you can't sense what's going to happen next. The same-size paragraphs also look visually appealing to us as a reader. However in text two the structure of the paragraphs are more eye



catching and un-usual. The first paragraph is one sentence, followed by ~~a~~ the biggest paragraph of the text, followed by speech. The writer has carefully done this order to shine in a reader's face to read it.

The writer uses the idea of ~~work~~ <sup>co-oper</sup> working together to as a team to present to us how sport can be good to do, especially team sports. In text one it says "

The writer uses competition between the two teams to show ideas and perspectives about being a part of a team. In text one it ~~says~~ says "Manchester City had nothing to play for" and in text two it says "now they were all playing" which shows that in both texts the importance of being in a team and working together was high.

The writer uses communication to present the ideas and perspectives of being part of a team. In text one communication is shown through audio imagery. 'with a sizzling crack' shows how you don't have to speak to be able to understand what's happened. However in text two communication is shown through speech. 'Hey up' and 'come on, Casper!' show to us as a reader that communication is key and very important when being a part of a team. Both texts showed to us as a reader how virtual communication is but through different perspectives and ways.



The writer uses a sense of community to present the ideas and perspectives of being part of a team because in text one it shows how lost and heartbroken they was to see Marie go off the pitch in an ambulance. 'She was the foundation of our morale' shouts to us as a reader just how important every member of the team is. In text two community aspects are shown through 'Both teams playing as units' explains to us as a reader that you are stronger all together, rather than alone.



**ResultsPlus**  
Examiner Comments

This response offers a range of comparisons, mostly with textual reference, though this is not secure throughout. Similarly, while it offers explanation, this is not secure. 8 marks are awarded.

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Both texts have different ideas and work as a team in different ways. In text 1, when the players work as a team, the outcome is horrific, this is reinforced by the adjective 'Sickening'. This clearly suggests the team doesn't work well together, which resulted in the goal keeper to get a 'broken collar-bone'. However, in text 2, teamwork is used much more efficiently to give the team the best outcome possible, an example of this is when ~~Suggden~~ 'Suggden, (player), running into this space'. This clearly suggests the team operates best in an open and clear position, which then allowed them to kick 'the ball hard along the ground towards him'.

Both texts show the ~~large~~ amounts of people engaging and participating in the sport. In text 1 it says 'there was no fire or fight in their eyes, only numb shock.' This suggests the whole team has lost all motivation and drive to win the game. Although, in text 2, it says 'no more joking, everybody working' this implies that everyone in the team has to push their limits and play for success, almost as if they have no other choice.



**ResultsPlus**  
Examiner Comments

Meets all of level 2 criteria. Offers some obvious comparisons. Comments on the text, albeit less secure in places, with some references provided. 6 marks are awarded.



6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

The Texts both show how lack of motivation are a major part in working as a team. In text 1, Eniola describes how after the injury, she looked at her teammates and "there was no fire or fight in their eyes" ~~there was~~, similarly in text 2, Billy's teacher says "Make an effort, lad!" and "you couldn't have tried". This shows how if not all members are playing their best it could lead to a disaster. ~~It~~ showing the reader how sensitive a match can be to one or more people not giving enough effort to the team, it also ~~is~~ highlight how although Eniola's teammates are de-motivated, the skill continues. Showing how one person can still save the day.

However, ~~text~~ text 1 is in a professional, Super-league final whereas text 2 is set in a game of football at school. In text 1, Eniola describes how 'The title was just one goal away' showing how much higher the stakes are playing for a world title. Whereas in text 2, it's a pretend play ~~match~~ match between a kids version of 'Manchester United v. Spurs in this vital fifth round cup tie'. Text 1, shows the reader how tense and high stakes the game is, making the reader feel anxious and worried however text 2's lower stakes provides a more calm experience, however still interesting to follow along with for the reader. The reader however may feel more anxious for Eniola rather than Billy due to the higher stakes.



Also, text 1 ends up losing and being crushed in the team ~~in the end~~ <sup>similarly</sup>  
text 2 ends ~~triumphant~~ <sup>losing</sup> with Billy's team  
~~losing~~ Text 1 describes how "the whistle  
blew and" Emiola "collapsed onto the field,  
sobbing as her 'world crumbled' ~~in the end~~ <sup>similarly</sup>  
text 2 describes how "Billy 'dived from beyond  
and made an elaborate pretence to save it  
but the ball bounced over his arms"... "into  
the net". Both texts describe how after  
long attempts to succeed, sadly both  
were crushed. To the reader, they may  
feel disheartened that after the final  
attempts they don't succeed. However, the  
reader may feel more sorry for Billy as  
he is a child, ~~and~~ or some may feel  
more sorry for Emiola as she has  
trained her whole life for this and  
her team and the injury let her  
down.



**ResultsPlus**  
Examiner Comments

A secure level 4 response – a range of comparisons, exploration through perspectives with a balanced range of textual references for support. 13 marks awarded.

**6 Compare the writers' ideas and perspectives about being part of a team.**

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

firstly, a difference between the two texts is the point of view in which it is written in. In text 1 it is written in a first person perspective which can be seen by the writers use of personal pronouns such as "I" and "my". This makes the match feel more personal as it is a writer sharing their own story of losing which makes them vulnerable. whereas in text 2 the text is written in a second person perspective. This can be seen when the writer uses pronouns such as "him" and "his" to describe their characters which creates a less personal atmosphere for the reader as the writer is more detached from the fiction story compared to the non-fiction autobiography of text 1.



Both texts ~~create~~ share the main idea that football is a competitive and serious game. In text one the writer uses ~~forceful~~ <sup>verbs</sup> ~~nouns~~ such as "barralled", "atacked" and "stormed". These ~~not~~ verbs suggest that the players are being forceful and are using their strength against each other, which reinforces the competitive and intense nature of football conveyed by the writer. Similarly in text 2 the writer uses verbs such as "slithered" and "shuttled". The verb "shuttled" has connotations to being systematic and machine-like. This suggests that the players must play the match with perfection like a machine which supports ~~the~~ ~~to~~ one of the writers main ideas of competitiveness.

In both texts the game of football has a physical effect on the players. In text ~~one~~ the ~~was~~ writer states that her "throat tightened" and that her "vision swarm". The use of alliteration in "throat tightened" further emphasises the

effect that the game is having upon the writers body. Similarly in text 2, the writer states that "the ball was a magnet" and that it would "pull on the players". Although this is written in a more metaphorical way than text 1, it still shows a physical effect on the players as they are attracted to the ball.



**ResultsPlus**  
Examiner Comments

An interesting comparison to the previous responses. All bullet points in level 3 are met, but tips into level 4 with some exploration of the text. 12 marks achieved.

6 Compare the writers' ideas and perspectives about being part of a team.

You should compare the writers':

- main ideas ✓
  - points of view → positive, negative
  - presentation of these ideas and views.  
↳ long description, short description
- Use examples from both texts to support your comparison.

(16)

Both texts display the importance and ~~unity~~ unity of being part of a team, however Text 1 ~~focuses~~ <sup>focuses</sup> more on a singular player ~~on~~ of the team, and Text 2 focuses on the team as a whole. In Text 1, to begin with, the writer describes how they "had visualised it all", and "I would score", "I would win". The singular pronoun "I", implies to the reader that although the writer/player is part of a team, they are more concerned about their own achievement and plan to win, instead of the whole team planning to win. This might suggest to the reader that the writer is almost selfish or egotistical, because they decided to ~~focus on~~ think about themselves instead of others. In comparison, text 2 describes the importance of the whole team, and the parts they played in order to win. For example, the phrase "everybody working" and "exerting the strongest ~~pull~~ pull on the players nearest to it". The phrase "everybody working" displays to the audience that being part of a team is hardwork, and everybody within that team needs to put their best effort



forward in order to gain success, it can't just be one singular player. Perhaps that's why in Text 1, the team didn't ~~succeed~~ succeed at winning, because the whole team wasn't in sync / working together. In addition, the quotation "exerting the strongest pull on the players nearest to it" shows just how determined the players are into helping one another to victory. The phrase "exerting the strongest pull on the players", implies that the ball encouraged players to keep going and the only way they were going to be able to win, is by being enthusiastic / determined about the game. In much comparison to Text 1 where "there was no fire or light in their eyes, only numb shock", demonstrating that the players of my team had no determination at all, which is what evidently lead them to loss.

On the other hand, both texts present the fast paced action of being a team through a range of short sentences and verbs. For example, in Text 1, the quotations "I fought a ~~power~~ rising wave of nausea", and the verbs "plummeted", "bunched", and "stormed", all convey the fast paced and dangerous events involved in a football match. The verbs "plummeted" and "bunched" convey that the match is may quite aggressive and so the players

must be quick in their actions in order to not get injured. Similarly, in Text 2, the writer also uses a range of short sentences and verbs to portray the speed of the football match. For example, "running", "sprint", "slithered" and "whipped" all connote the speed at which the players were playing at, and quotes such as "slithered" or "sprint", almost portrays the players as animals. "slithered" connotes snakes, which are very fast creatures, and "sprint" relating to a cheetah or lion possibly, which again are very fast and dangerous creatures.

In Text 1, the writer describes the negatives of being part of a team, whereas in Text 2 they describe the positives, which is winning. For example in Text 1, "I collapsed on to the field, sobbing as my world crumbled around my ears". In comparison to Text 2 where they describe "sprinting into fire" and "The ball was a magnet".



**ResultsPlus**  
Examiner Comments

Fulfils all of the level 5 criteria. Although not as extensive in range of comparisons, the comparisons have a clear and detailed focus on the question, with detailed analysis and discriminating textual references. Full marks are awarded.

## Question 7

The writing question is the final section of the paper. Candidates are advised to spend around 45 minutes on their writing and there are 40 marks available across both questions. When considering the overall weighting of this section in the paper, this is a significant number of marks. It was really pleasing to see that nearly all candidates attempted this section, with some very imaginative and creative responses offered. While the focus on this section for many candidates has had some impact on their ability to finish the reading section, it is understandable that candidates choose to focus on this section to such a degree.

Question 7 was the most popular choice for candidates. The new addition in this specification of a starter sentence for candidates to make use of, was obviously appealing and allowed all candidates to have a go at this section of the paper. While the starter sentence did lead to some generic responses (bank heists seemed popular this year), many candidates showed real creativity and a sense of style with their writing. Examiners are always impressed by what candidates can create in the time available, praising the level of thought and creativity.

The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative? All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response.

Indeed, the last question, how much to cover, is an important one in this section – candidates can feel they have to cover a whole 'story' which, given the time constraints, can lead to somewhat pedestrian responses that feel rushed as the candidate gets to the 'finish'. Some of the most creative responses in this section had a clear start, middle and end, without necessarily providing a traditional conclusion, or ending, to the narrative. While examiners are always somewhat wary of cliffhanger endings (or the 'it was all a dream' responses), there is no requirement to achieve a 'once upon a time' through to a 'they all lived happily ever after' style of narrative. In fact, leaving some questions for the reader can be an indicator of confidence and control on the part of the writer.

The main discriminators in the writing responses were:

- The ability to communicate clearly and effectively – lower level responses tended to show some limitations in this area, offering more basic narratives that often simply relayed an event or occasion. Higher level responses often offered sophisticated responses that worked hard to engage the reader (AO5).



- The effectiveness of tone, style and register (AO5).
- Spelling of basic vocabulary, especially double consonants (AO6).
- General quality of punctuation (AO6) – missing commas and random capital letters.
- The range of sentences used (AO6)
- Vocabulary choices (AO6) – at the higher level, it was clear that candidates were making explicit choices about choice of words in terms of impact on the reader.

It was noted that candidates were confident employing a range of sentences (one-word sentences and single sentence paragraphs) that examiners will recognise as crafting on the part of the candidate. Clearly this is something centres have been supporting candidates with to good effect. Vocabulary usage is an interesting conundrum for many candidates – some attempt to offer a range of sophisticated vocabulary, while others seem to shy away from using unfamiliar words perhaps for fear of making spelling mistakes. It is worth noting that attempting to craft a specific style of response will be awarded where possible.

We had a very clear plan = what could go wrong? ~~The water~~  
~~looked as cold and menacing as normal~~ The air was  
 colder than normal, maybe 3°C? It was a ~~cold~~ crispy,  
 icy ~~morning~~ morning... Nothing we couldn't handle though.  
 Right?  
 The wind ~~swirling~~ <sup>spiralling</sup>, swooshing, swallowing our hopeful attitudes  
 for our race as we made our way down the forever ongoing  
 river. The river we had rowed on plenty of times. The  
 river we call our second home. The river we would row  
 down to victory. It was our ritual. Our moment to  
 make ourselves proud. What could go wrong?



The boat was silenced by the nerves ~~was~~ that were weighing us down - all that could be heard was the background music of the blades ~~and~~ cleanly cutting through the crisp, menacing water. The air was seeming to feel ~~colder~~ <sup>colder</sup> than before ~~and it~~ <sup>as we rowed toward the ball of fire.</sup> my hands were going numb, the wind was burning my cheeks, ~~it was almost as if the opposition~~

Not even the ~~warm~~ ~~breath~~ <sup>as we rowed toward the ball of fire.</sup> breathtaking colours of the morning sunrise was warming us up - the warm ~~red~~ oranges, rustic reds and vibrant pinks didn't hold the power of slightly warming me up. My throat was tight. The ~~the~~ crisp air was taking my breath away, robbing me, like it was ~~the~~ the criminal of ~~the~~ mother nature.

I tried to tighten up my knee support, but my hands had lost all strength - the velcro coming back undone was torture to the eye; my fingertips were in too much pain to try again. ~~and~~

Through concealing <sup>to the opponents</sup> my pain through the graceful row up to the startline, my nerves took over and I was suddenly invincible... immune to the pain, ready to win.

'Attention... Row!' The umpire called, nothing other than

that could be heard, almost as if my brain had tuned itself into ~~one~~ that one thing ~~only~~ and that one thing only.

This was not how it was meant to go...

Blades clashing. Anger building. Boats Tipping.

It had only been a maximum of ten strokes before the race ~~came to a~~ took a turn for the worst. My hopes of winning were slowly being ~~erased~~ ripped away from my mind as I swallowed deeply and fought a rapidly rising wave of nausea.

Our blades stuck ~~in~~ underneath the carbon fibre creation next to us - the oppositions boat - We got the bad luck of the draw. Almost as if it was in slow motion, our boat tipped over to the left hand side (towards our oppositions boat) and my entire crew got shaken from the boat and strangled under to water below the boats and blades.

Milliseconds felt like seconds. Seconds felt like minutes.

~~Minuter~~ Minuter felt like days.

We had a very clear plan, - How did it go wrong?

It felt as though I was being held down, ~~and~~ I would never

be able to resurface and escape the maze of the meandering, never ending river. Shouting from the dry, shaken up crew above me was all I could hear. Panic was setting in. I was trapped.

~~I could~~ After sensing the crew above me row towards the finish I tried to pull myself back up above the water, it was now a fight for survival not a fight to win.

~~the water~~ <sup>was</sup> ~~feeling colder and colder every second and all I could wish for was my warm bed.~~

I had misjudged it - the crew were still above me, navigating their way <sup>through the mess of the</sup> ~~through the~~ blades of our abandoned boat.

~~A blade~~ I surfaced for air, but a blade came soaring through the water.

~~Terrified~~ Terror was my only feeling. The blade sliced through the water coming at me at power and speed.

I couldn't move away in time... There was no time left. ~~I couldn't move away.~~ How did this race go so terribly wrong?





This response is beginning to demonstrate aspects at level 5 for both AOs.

The response, while having handwriting that does present something of a barrier, is communicating clearly and effectively with some sophistication in places. It is utilising a range of structural and grammatical features to support coherence. It attempts to shape the audience response in a sophisticated manner, while not always being sustained, hence the mark at mid level 5.

For A06, this response meets level 4 criteria and also employs an extensive range of vocabulary for effect, thus being rewarded at the bottom of level 5.

A05: 22 marks; A06: 14 marks.



Brain!!!  
~~Brain~~

Write your answer to Section B here:

We had a strong plan-what could go wrong? Our plan was to take over a bank! We had 4 people going left and right, 2 from the back and 1 going to the front. The person going in from the front was a distraction trying to open a new account ~~with~~ while the others sneak inside of the bank. They all had blow torches to get through all of the barbed metal. As the one at the desk was distracting the 2 men at the back got in. Now! all of

The men were in they shut down all the cameras, alarms and triggers and all they had to do from now was figure out the key code and then get the cash they manage to figure ~~out~~ the key code they started to load there bags until they here something. The radio they heard a bodyguards radio so they started to load there bags quicker but. They didn't have enough time so they had to shut <sup>the</sup> door but they didn't realise they locked themselves in the bank! Safe a few days go bye they are starving and dehydrated someone opened the bolt and they got arrested 'we had a strong plan - what could go wrong? but after i opened a bank account i was free and left my plan worked out after all!!!?.



**ResultsPlus**  
Examiner Comments

Alongside the epic plan, this response meets most of level 2 criteria for A05 but does not use paragraphs. For A06, it meets all the bullet points for level 2, although spelling and sentences are not always secure.

A05: 8 marks; A06: 6 marks.

clear plan

heist - money  
- group of 3

Para 1 - setting of bank

Para 2 - thought of being rich

Para 3 - Flashback to being poor

Para 4 - Quick tempo of stealing

Para 5 - police, shootout, arrested

Bank

cameras  
have eyes

Secure

small house

no electricity

no food

Write your answer to Section B here:

We had a very clear plan - what could go wrong?

Slowly, we entered the bank; trying to act as calm as possible. ~~We~~ We knew what we had to do... It felt as though the cameras were already staring at us with their little, beady eyes. ~~Barriers~~ Barriers. Security. Fight. My hands started to dampen. My leg started to shake. My two comrades awaited my command to begin. What could go wrong?

My mind drifted off, dreaming about the wealth and money we were about to obtain. A huge house in Hawaii.



ten new cars, a yacht, clothes, Jewellery. This would all be mine. The dream of a lifetime. I could finally prove myself to the people that doubted me, the ones that said I 'couldn't make it'. This was my time...

'Mum can I have some food please?'

'We have nothing but bread and some musty water, I'm sorry son.' -

My stomach rumbled, crying in pain. One day it would get better. Right? One day we can afford food, a bigger house. Right? These questions whirled around my intrigued mind. Was I inadequate?

This was my time...

I pointed my hand forward - it was go time... Our masks were rushed to be put on <sup>our</sup> heads and our guns were drawn. Ten, we ordered people onto the floor. Nine, we rushed to disable any camera still beaming down upon us. Eight, two of us bolted to the safe, the sound of our breath deepening every step we progressed. Seven, 'BRZZZ' the sound of the drill peared our ears, deafening us. Six, we stashed the money in the big, black bags with a smirk on our faces. Five, we charged back to the area to meet our last member, ready



to escape. Four, we all ran with the biggest sense of accomplishment anyone could feel... Three, the doors were in sight ready to fill up the car. Two? This wasn't meant to happen... How could this be? Everything was planned to perfection! We were met with an abundance of police, SWAT units and off duty officers all with their guns pointed at us. Our hearts sank. A drip of sweat trickled down my forehead. Knowing our time was over; we handed ourselves in.

What could have possibly gone wrong?



### ResultsPlus Examiner Comments

This response confidently meets all the criteria at level 3, showing a clear ability to communicate, developing and connecting ideas and using structural and grammatical features to make the meaning clear. It has also been awarded for its effective use of organisation for effect. Its effective use of tone, style and register means it is awarded at the lower end of level 4.

For A06, the response meets all of the criteria at level 3, but moves into level 4 due to its deliberate crafting of sentence structure.

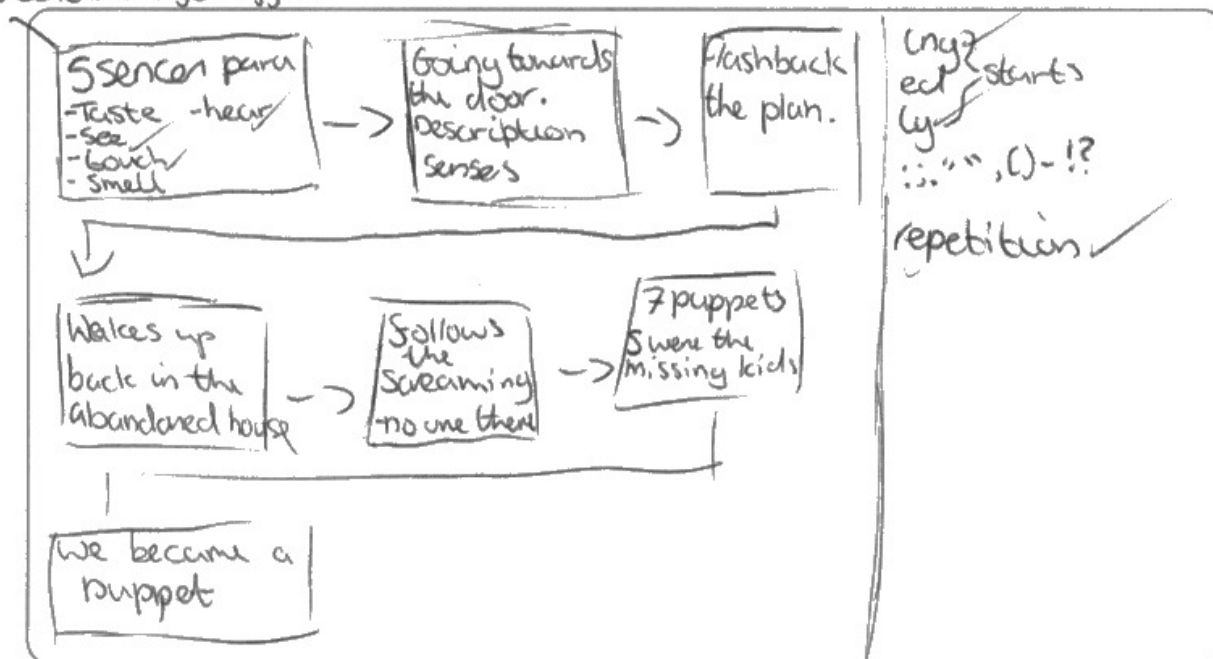
A05: 16 marks; A06: 10 marks.



### ResultsPlus Examiner Tip

Try to use the planning area – it will really help with focus and progress.

short sentences for effect



Write your answer to Section B here:

We had a <sup>very</sup> clear plan - what could go wrong?

It was dark. So very dark. All that could be seen was the shape of the building leaning over us. It was quiet. Silent even. So silent that it was so loud. Something took hold of my hand. Something... cold? It was gentle. No threat was present. As I turned my head to see who it was, no one was there. Frantically, I began to look around and everyone was gone! I was alone. So very alone.

Creeping towards the tall, rotting door my trembling

hand reached for the <sup>silver</sup> handle. It was strangely warm. However the warmth did not bring comfort, it instead filled me with dread. Gasping for air, trying to control my trembling hand; I shoved the door open. A cloud of ~~a~~ dust danced around ~~the~~ me. The ~~sank~~ scent of old paint and rotting wood hit me in the face. I wanted to run. I needed to run. I should have run. I couldn't move. I froze... Everything went black.

I woke up. Dragging myself out of bed, I made my way towards the kitchen. The blinding light forced its way through the ~~a~~ long, silk curtains. ~~So~~ Slowly stumbling into the kitchen I saw them. My friends. They were here. Curiously I asked why they were at my house and that's when Samantha spoke up. "Come sit with us and we will show you." she giggled and waved her hand back and forth, signalling me to sit next to her. Quickly she pulls a scrunched up newspaper from her bag and slams it in front of me. ~~Angren~~ "5 children missing after going to the woods!" the headline said in big, bold, black letters. "Why are you showing me this?" I asked. "Let's go and see what happened!" Thomas explained. My eyes widened and my hands curled into a ball. "We have torches, cameras, our phones and first aid kits in case anything happens." Samantha said trying to reassure me. Reluctantly, I agreed.



We had a very clear plan - what could go wrong?

Suddenly ~~by~~ my eyelids burst open. Struggling to see and breathe I stayed on the floor. Climbing to my feet I made my way to the door. I reached for the large, silver handle. Then I froze. I couldn't just leave my friends behind. I quickly turned around and made my way down the cold, stone ~~stair~~ ~~steps~~ stairs.

The silence was taken over by screaming...

It was Samantha!

I bolted to where I heard the screams. I threw myself into the door, slamming it open. Sprinting into the room and... no one was there? but how? Suddenly the door slammed shut. A dim light turned on. Old puppets were hanging from the ceiling by the neck. There were seven in total. Five of them I ~~didn't~~ recognised but from where? I don't know. However the other two looked like... Samantha and Thomas?



Everything went black again. Slowly my vision came back. I couldn't move. I couldn't feel the floor. I was cold. All I could feel was something around my neck. But I could still breathe. I forced my head to turn to the left and they were there. I was face to face with the other puppets... ~~horrible~~

"It will be fun" they stated "nothing will happen." they exclaimed. All I felt was anger. No joy, no pain, no sorrow. Only anger. I was angry. So very angry.



**ResultsPlus**  
Examiner Comments

This response demonstrates a secure ability to communicate clearly, effectively and imaginatively. It manages the ideas cohesively and deliberately across the text. It also attempts to organise for effect and while not consistent, does use an effective tone and register.

For A06, a response in the middle of level 4, using a range of punctuation, vocabulary and sentence structures for effect. However, some slips in both spelling and grammatical control hold it back from the top of the level.

A05: 18 marks; A06: 12 marks.

## Question 8

The writing question is the final section of the paper. Candidates are advised to spend around 45 minutes on their writing and there are 40 marks available. When considering the overall weighting of this section in the paper, this is a significant number of marks available. It was really pleasing to see that nearly all candidates attempted this section, with some very imaginative and creative responses offered. While the focus on this section for many candidates has had some impact on their ability to finish the reading section, it is understandable that candidates choose to focus on this section to such a degree.

Question 8 was a less popular choice in this series, perhaps as the starter sentence offered with question 7 was an accessible way in for many candidates. However, those that did attempt this question offered responses with a similar range – some somewhat simple responses, alongside a handful of sophisticated responses.

The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative? All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response.

Indeed, the last question, how much to cover, is an important one in this section – candidates can feel they have to cover a whole 'story' which, given the time constraints, can lead to somewhat pedestrian responses that feel rushed as the candidate gets to the 'finish'. Some of the most creative responses in this section had a clear start, middle and end, without necessarily providing a traditional conclusion, or ending to the narrative. While examiners are always somewhat wary of cliffhanger endings (or the 'it was all a dream' responses), there is no requirement to achieve a 'once upon a time' through to a 'they all lived happily ever after' style of narrative. In fact, leaving some questions for the reader can be an indicator of confidence and control on the part of the writer.

The main discriminators in the writing responses were:

- The ability to communicate clearly and effectively – lower level responses tended to show some limitations in this area, offering more basic narratives that often simply relayed an event or occasion. Higher level responses often offered sophisticated responses that worked hard to engage the reader (AO5).
- The effectiveness of tone, style and register (AO5).
- Spelling of basic vocabulary, especially double consonants (AO6).
- General quality of punctuation (AO6) – missing commas and random capital letters the range of sentences used (AO6).

- Vocabulary choices (AO6) – at the higher level, it was clear that candidates were making explicit choices about choice of words in terms of impact on the reader.

It was noted that candidates were confident employing a range of sentences (one-word sentences and single sentence paragraphs) that examiners will recognise as crafting on the part of the candidate. Clearly this is something centres have been supporting candidates with to good effect. Vocabulary usage is an interesting conundrum for many candidates – some attempt to offer a range of sophisticated vocabulary, while others seem to shy away from using unfamiliar words perhaps for fear of making spelling mistakes. It is worth noting that attempting to craft a specific style of response will be awarded where possible.

"I Can't believe it!" Today... today is the day - No more waiting - In just a few minutes, I'll be sat with 10,000 other people, in an arena that's a million times bigger than any other I had been to. Do you know the best part? I'm front row! Yes, it cost me my life earnings and yes, it's ~~sat~~ only for 12 hours of my day but I'm so sure it'll be worth it, I mean... Why wouldn't it be? I have only been dreaming about this my whole life, Sure hope I'm not dreaming now.

Me and 2 other friends arrived extra early, Infact, We arrived 3 hours early and Un... It wasn't accidental. After waiting for 2 hours, -hesitant to go in- the officials finally started to bring everyone in and ofcourse, we were first to enter. They opened the door wide for us to go in, I took a deep breath of sheer excitement. I took the first step. Empty. The thousands of seats. Empty. ~~At~~ Just to think, in under ~~an~~ an hour, this place is going to be jam packed, we trotted to our seats and not one word was said, we just sat in joy and disbelief.

An hour later, the seats were finally full and the noise was unimaginable. Suddenly, the lights went off. It was so dark, you couldn't see a meter in front. The crowd let out a huge roar, as we knew what happened next. In all the screaming, ~~tears~~ tears left my eye "Best day of my life!"



Great massive stage lights turned on and the performer stepped out from the red velvet curtains. They walked out with such enthusiasm and the audience acted as followed.



**ResultsPlus**  
Examiner Comments

This response works well at level 3, showing a clear ability to communicate effectively and employs some stylistic and rhetorical devices to suit purpose. It is awarded a mark of 12 as it isn't always secure in all aspects of this level.

For A06, a mark of 8 is awarded for a range of vocabulary, some variety of punctuation and sentence structure, although there are some errors evident, hence the mark at the middle of the level.

A05: 12; A06: 8

The Ruthless band

The best ~~one~~ concert in ~~the~~<sup>10</sup> years

It was November ~~2016~~<sup>2018</sup>

That year it was the best

~~getting~~ ~~through~~ <sup>band</sup> ~~songs~~ and it was so crowded with 2000 people.

Write your answer to Section B here:

The Ruthless band was celebrating ~~their~~<sup>20</sup> years as a band together. In 1996 they formed a band together then on November ~~10th~~<sup>10th</sup> 2016 the band did a concert which was talked by millions of people ~~across~~<sup>around</sup> the world. Over 20000 people ~~came~~ went to the concert and sang it out ~~like~~<sup>as</sup> people were in tears. ~~the~~<sup>the</sup> ~~band~~<sup>band</sup>

As It was a November day the concert was outside but it was not as people starting to crowd it was hard to move like a polar bear. Overall it was the best song of the year and it has become a worldwide hit. The Ruthless asked Sans that ~~how~~ how many times do you listen and 65% said 5 times a day which led the band feeling happy and stocked. Also do you know ~~more~~ that the more you listen ~~the more you~~ the more you ~~are~~ going to have a great day.



**ResultsPlus**  
Examiner Comments

Meets all criteria at level 1, but there is some ability to communicate clearly with some paragraphing, although it is not secure in either.

Meets all criteria at level 1 for A06, with some attempt to include sentences and some details such as dates, figures etc. which lifts it into level 2.

A05: 7; A06: 6

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- For the short answer questions (questions 1 and 3), ensure your answer is brief – and don't worry about explaining your evidence in these questions!
- Make sure that for question 3, you understand what the question is asking you to evidence – it will ask you to interpret the text, not just identify.
- For question 2, with a focus on language, remember that using subject specific terminology is important but the focus is also on explaining how the feature(s) help to create meaning for the reader – don't just feature spot.
- Similarly, for question 4, use subject specific terminology while also trying to explain how the language and structure is helping to create meaning.
- When discussing structure, don't be afraid of discussing the changing feelings across the whole extract, or how the narrative is developed from start to end – these are all good areas to write about for structure.
- For question 5, you need to offer three similarities. It is also important that your similarities focus on the question asked, not just generally similar things about the texts.
- For the comparison question, make sure you focus on the question asked – it will really help you shape your answer!
- For the imaginative writing questions, think about your reader, what you want them to understand and what impact you want to create.
- Plan your writing! Your response will probably engage the reader better and show that you have thought about how you want to start and end your writing.
- When you start writing, think about the words you will use, features you can make use of and how your punctuation can add meaning.
- Take care throughout the writing section in terms of your accuracy: spelling, punctuation and grammar.
- Try to give an answer for every question – every mark counts, so missing out questions will never be a good idea.
- Watch the time! It can be worth having a timing plan before you walk into the exam.



## Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

